First 5 SAN FRANCISCO

SAN FRANCISCO
Quality
Connections
WestEd

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pf4cd7ai04o/SUMMIT%20PRESEN
TATION%20USING%20EQUITY%2
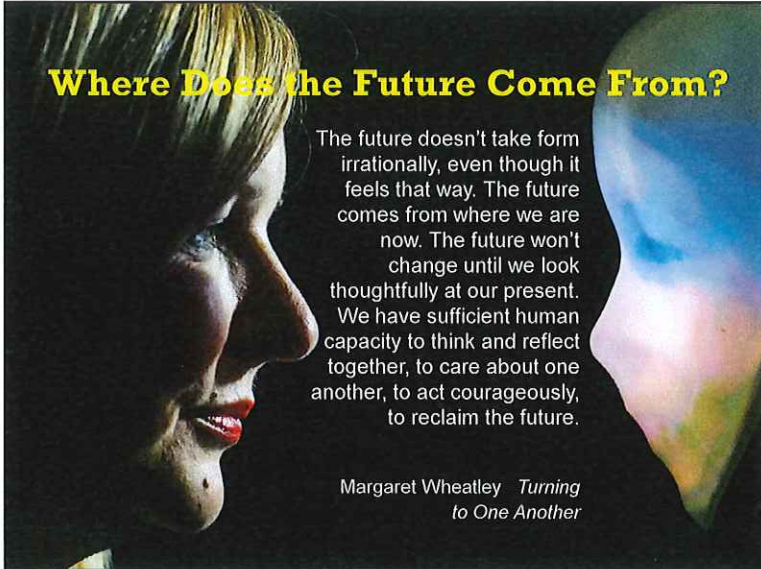0LENS.pdf?dl=0

Using an Equity Framework for Developing a QRIS System

Workshop Session by San Francisco County
Ingrid Mezquita, Gabriella Lopez, Lisa Lee
First 5 Summit Conference, November 2016

Where Does the Future Come From?

The future doesn't take form irrationally, even though it feels that way. The future comes from where we are now. The future won't change until we look thoughtfully at our present. We have sufficient human capacity to think and reflect together, to care about one another, to act courageously, to reclaim the future.

Margaret Wheatley   *Turning to One Another*

Who We Are

San Francisco County Consortia is committed to developing our Quality Rating and Improvement System that results in

- A system that supports the excellence and well-being of our early childhood community.

- Increased access to excellence in education and early care for all children and their families, particularly those furthest from opportunity.

THE ART OF CONVERSATION *Behaviors help take conversation to a deeper realm:*

- we acknowledge one another as equals
- we try to stay curious about each other
- we recognize that we need each other's help to become better listeners
- we slow down so we have time to think and reflect
- we remember that conversation is the natural way humans think together
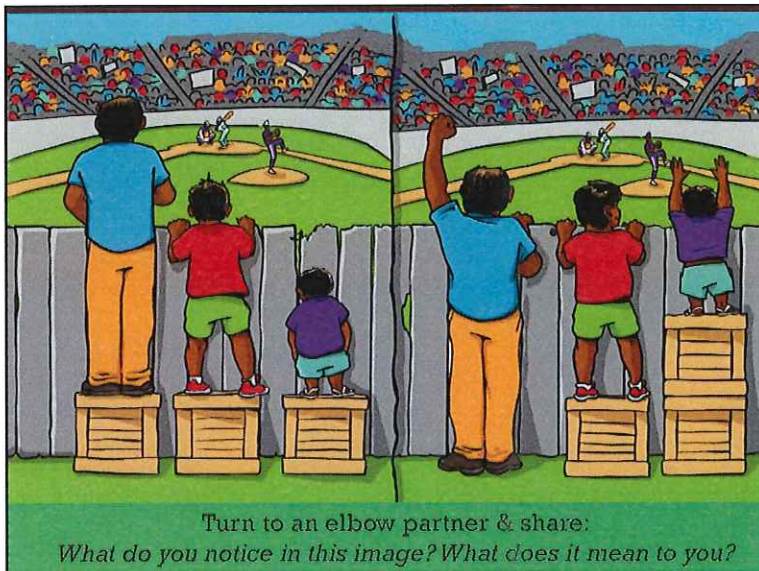- we expect it to be messy at times

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Introduce your "self"

What's your story?
Why are you doing (investing time, energy and resources to) QRIS?
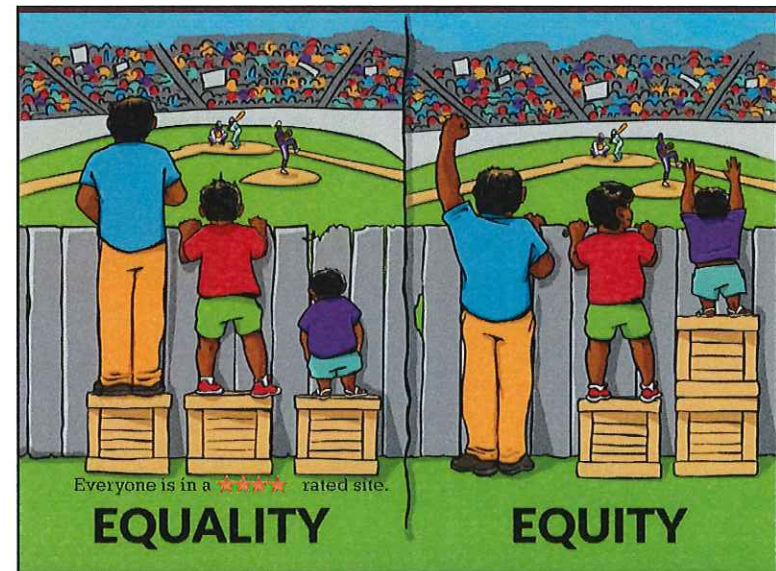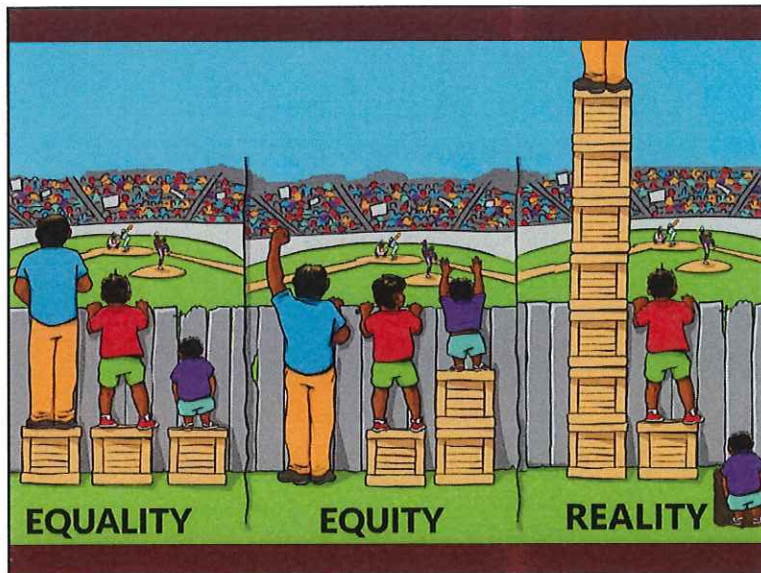

What does EQUITY mean to you?

Image credit: flickr.com/61056899@N06

Turn to an elbow partner & share:
*What do you notice in this image? What does it mean to you?*

Everyone is in a ★★★★ rated site.

EQUALITY   EQUITY

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Slide 1

EQUALITY EQUITY REALITY

Slide 2

SITUATEDNESS

We must consider how different populations stand differently with respect to opportunities for work, education, parenting, retirement…

Slide 3

Situatedness

We are all situated, but not evenly, within "opportunity structures"
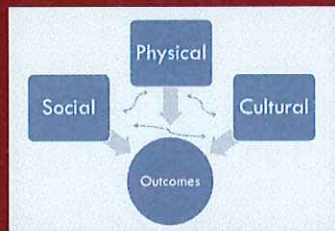
These structures interact in ways that produce racialized outcomes

Slide 4

Improving outcomes for All Children

Equality is giving everyone a shoe

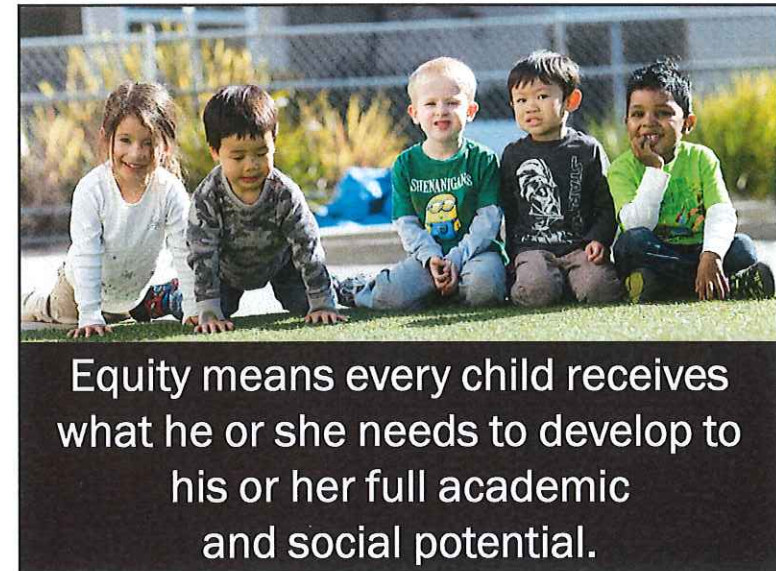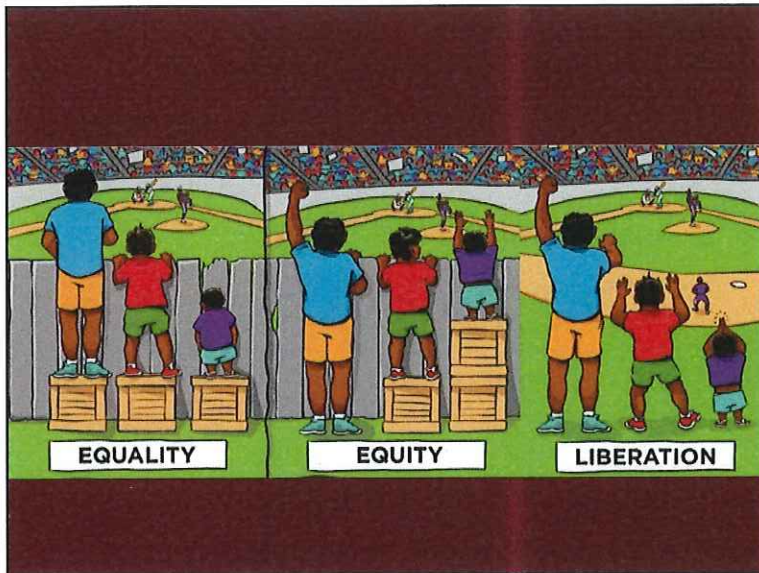**Equity** is giving everyone a shoe that fits

www.everyday-democracy.org

In education, there is a golden triangle of quantity, quality and equity. You just can't ignore one while strengthening the others.

Sitaram Yechury

EQUALITY   EQUITY   LIBERATION

Equity means every child receives what he or she needs to develop to his or her full academic and social potential.

Working toward EQUITY means:

90% of SF Head Start and CSSP programs are at Tier 4 or 5.
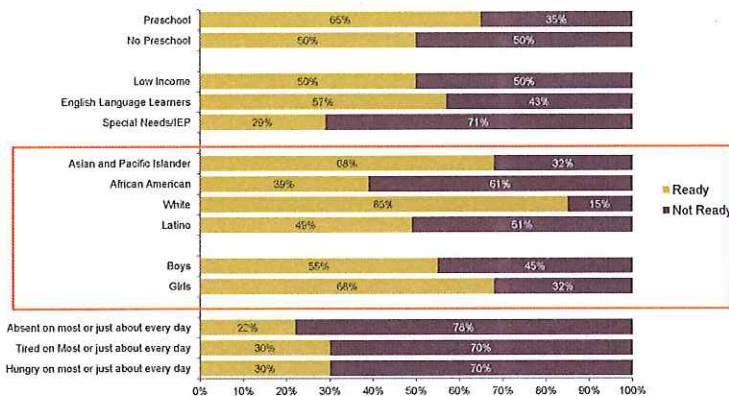
Yet 38% of children entering kindergarten in San Francisco have readiness results that are predictors that they will not meet 3rd grade achievement tests in language and math.
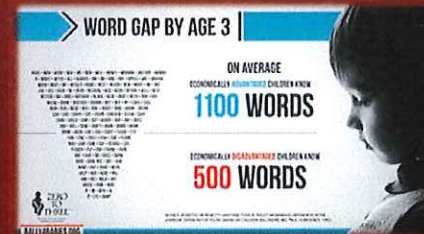

Children's Readiness for Kindergarten in San Francisco
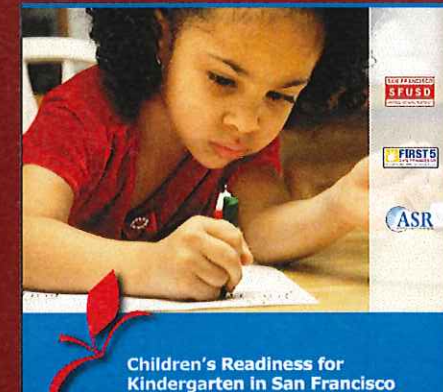
Opportunity gaps clearly exist for African American and Latino children.

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Characteristics within readiness levels

	Ready	Not Ready
Preschool	65%	35%
No Preschool	50%	50%
Low Income	50%	50%
English Language Learners	57%	43%
Special Needs/IEP	29%	71%
Asian and Pacific Islander	68%	32%
African American	39%	61%
White	85%	15%
Latino	49%	51%
Boys	55%	45%
Girls	68%	32%
Absent on most or just about every day	22%	78%
Tired on Most or just about every day	30%	70%
Hungry on most or just about every day	30%	70%

Achievement-Gap

WORD GAP BY AGE 3

ON AVERAGE ECONOMICALLY ADVANTAGED CHILDREN KNOW **1100 WORDS**

ECONOMICALLY DISADVANTAGED CHILDREN KNOW **500 WORDS**

Words Matter

Opportunity Gap

Opportunity is defined as a fair chance to achieve one's full potential.

Removing the predictability of success and failure that currently correlates with any social or cultural factor

The Problem We Exist to Solve

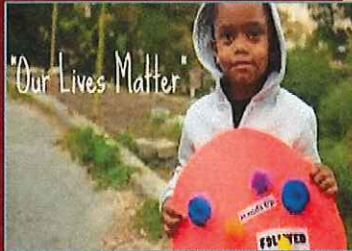To achieve educational equity for vulnerable children, there is a need to close the

Opportunity Gap - not just its manifestation, the Achievement Gap.

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Slide 1

Black Lives Matter and the Intersection of Early Education

"Our Lives Matter"

"For many Black males—myself included—classrooms bury potential, and good-intentioned teachers evict from the pliable imagination of young people a limitless real estate of fluid possibilities."

Classrooms are never neutral sites. They are contested spaces, where the imbrications of competing interests wrestle daily for ethical real estate. Just as they can harm, classrooms can heal. In this light, classrooms matter. Healing and humanizing classrooms matter most.

Slide 2

Interrupting inequitable practices, examining biases, and creating inclusive learning environments for all

Slide 3

Race-Based Educational Inequality
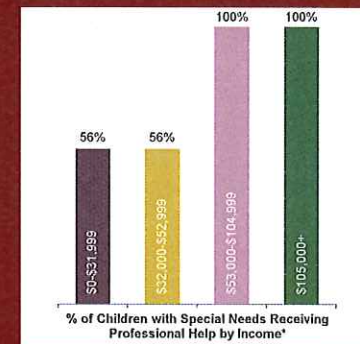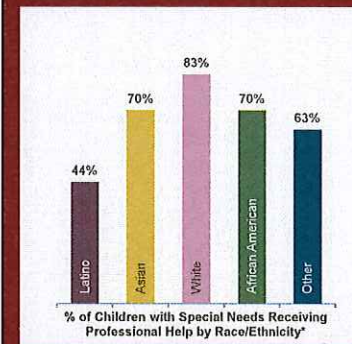**School and ECE Factors Most Important to Student Achievement**

- **Racial composition** of schools & districts
- **Quality of teaching**
- **School-financing** & per-pupil spending
- **School discipline policies** for children of color

These elements are all related, and evidence suggests that one of the biggest reasons **racial composition** matters is that it drives teacher quality, school financing, and other school quality measures.

- **Racial segregation in PreK**
- **Quality of teaching**
- **Reimbursement Rates & No classroom or per pupil spending**
- **School discipline policies** for children of color/ Disproportionate Suspension and Expulsion

These elements are all related, and evidence suggests that one of the biggest reasons **racial composition** matters is that it drives teacher quality, early education financing, and other ECE quality measures.

Slide 4

Special Needs

% of Children with Special Needs Receiving Professional Help by Race/Ethnicity*

Latino: 44%
Asian: 70%
White: 83%
African American: 70%
Other: 63%

% of Children with Special Needs Receiving Professional Help by Income*

$0-$31,999: 56%
$32,000-$52,999: 56%
$53,000-$104,999: 100%
$105,000+: 100%

On A Parent Report, 40% of all children have developmental screening before entering Kindergarten.

Discovering and cultivating the unique gifts, talents and interests that every human possesses.
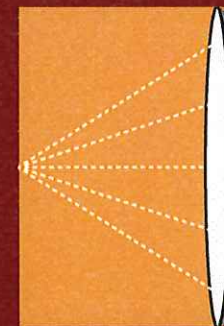

Pay attention to, recognize and address the inequities that also exist within our early care and education workforce.

Using a SYSYEMS LENS

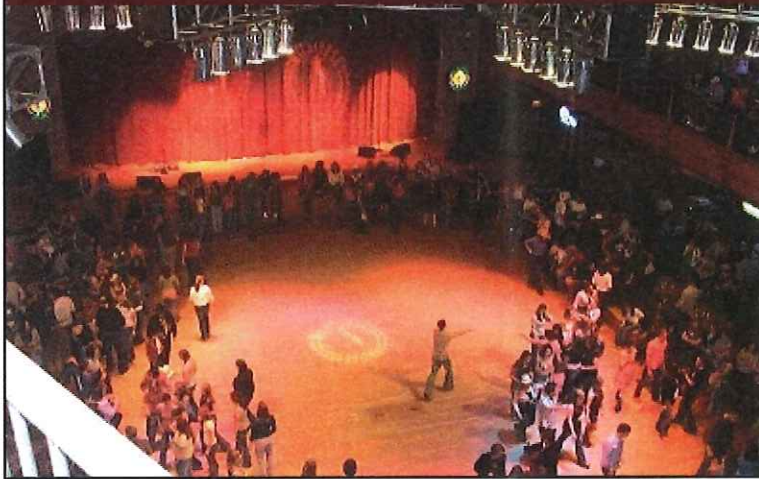For Consortia and other assorted Stakeholders....

Using an Equity Lens

The metaphor of a *lens* allows us to see our contexts in new and revealing ways.

POLICIES
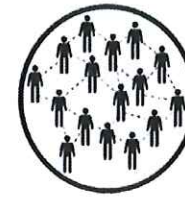
OUTCOMES

POWER

RELATIONSHIPS

SOLUTIONS

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A View from the Balcony

All levels of a system must be addressed.

INDIVIDUAL   INSTITUTIONAL   STRUCTURAL

What might we see if we intentionally looked at our work through an 'equity lens'?

What might we miss if we don't?

"The most basic and powerful way to connect to another person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention."

Rachel Naomi Remen

Any system produces what it was designed to produce.

Image credit: flickr.com/dagnyg

One does not understand structures or systems by looking at intent. Instead, we have to examine what they actually do—how they operate and what the outcomes are. Certainly a system or structure could be established for the purpose of excluding or discriminating.

However, most structures produce racialized outcomes without intent.

- John Powell
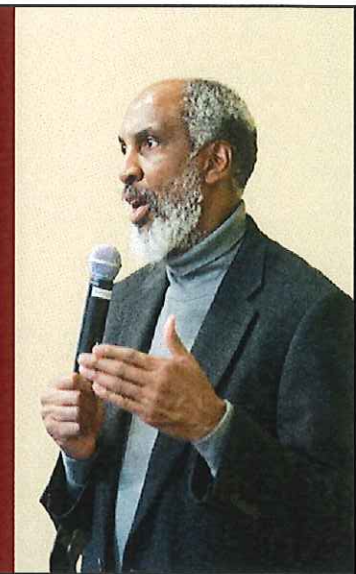
San Francisco Consortia

Using an Equity Framework to Build a Better QRIS

Framework shared by the National Equity Project – nationalequityproject.org

6 Circle Model Exercise

1) Identify which components are ABOVE the Green Line and BELOW the green line.
2) Match the definitions with the component titles.
3) Match the examples with the component set.

Notice the assumptions you are making. Notice what comes up in the conversation.

Technical

Relational

The 6 Circle Model

Problems & Solutions are both technical and relational

Have your consortia members talked about Identity, Values and Principles of your system?

Adapted from Dalmau Consulting
www.dalmau.com

Structure · Pattern · Process · Relationships · Identity · Information

Technical / Relational

The Seventh Circle: Lens of Systemic Oppression

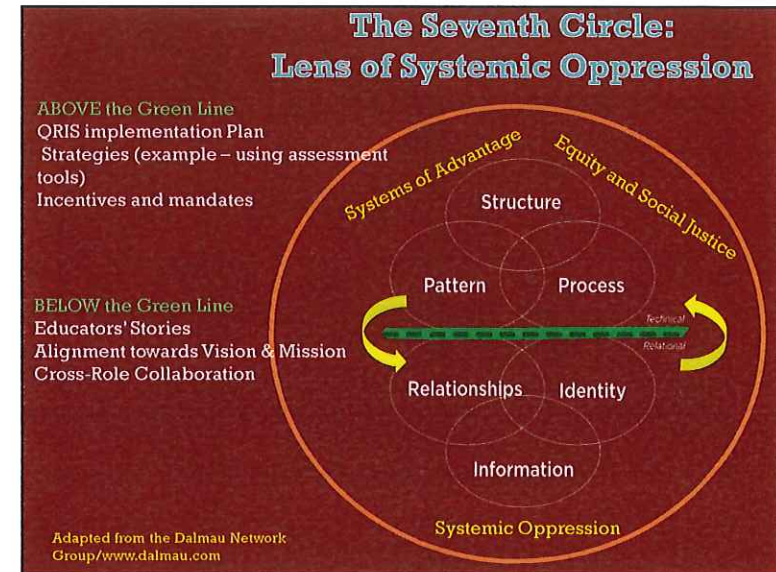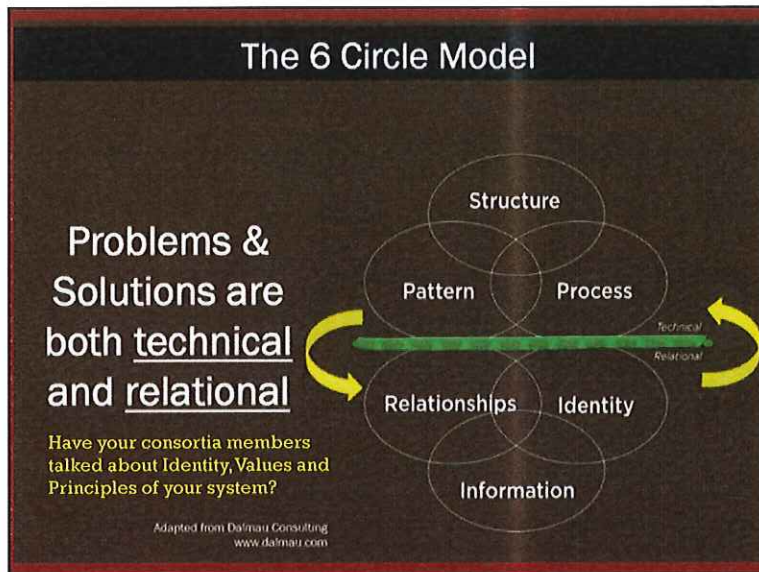**ABOVE the Green Line**
QRIS implementation Plan
Strategies (example – using assessment tools)
Incentives and mandates

BELOW the Green Line
Educators' Stories
Alignment towards Vision & Mission
Cross-Role Collaboration

Systems of Advantage · Equity and Social Justice

Structure · Pattern · Process · Relationships · Identity · Information

Technical / Relational

Systemic Oppression

Adapted from the Dalmau Network Group/www.dalmau.com

Changing the Discourse

http://www.schoolreforminitiative.org/download/Protocols/Emphasizing%20Equity%20and%20Excellence/discourse_chart.pdf

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* How we talk... frame problems... define success or failure
TECHNICAL · How we organize our time and work · Can either reproduce OR transform...
CULTURAL · **OUTCOMES**
MENTAL MODELS/BELIEFS

Discourse 1	Discourse 2	Discourse I Attributes	Discourse II Attributes
Dominant ways of seeing and engaging the work of education that maintain existing practices and serve to reproduce social inequality.	Ways of seeing and engaging the work of education that challenge the status quo by naming uncomfortable and unequal conditions and dynamics while pushing for deeper inquiry.	Singular Truths	Multiple Stories
		Answers and Technical Fixes	Inquiry and Adaptive Challenges
		Improving what exists	Addressing root causes
		Externalization/blame ("Look out the window")	Internal Reflection ("Look in the mirror")
		Limited Time and Ability	Getting started anyway

The contents of this chart are derived from:
Eugene Eubanks, Ralph Parish and Dianne Smith. "Changing the Discourse in Schools." In Race, Ethnicity, and Multiculturalism: Policy and Practice, ed. Peter Hall. New York: Routledge, 1997.
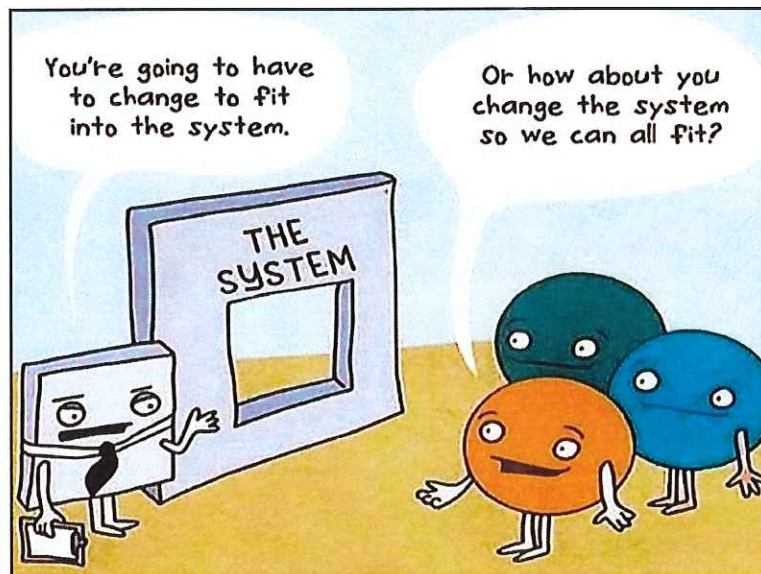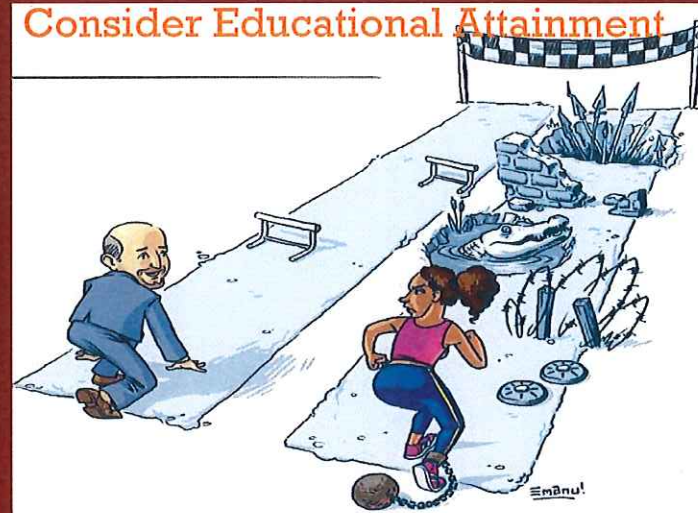

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Systems of Advantage

Some people *ride* the "Up" escalator to opportunity

Others have to *run up* the "Down" escalator to get there

Consider Educational Attainment

You're going to have to change to fit into the system.

Or how about you change the system so we can all fit?

THE SYSTEM

Towards Targeted Universalism

Universal Programs

Targeted Programs

Targeted Universalism

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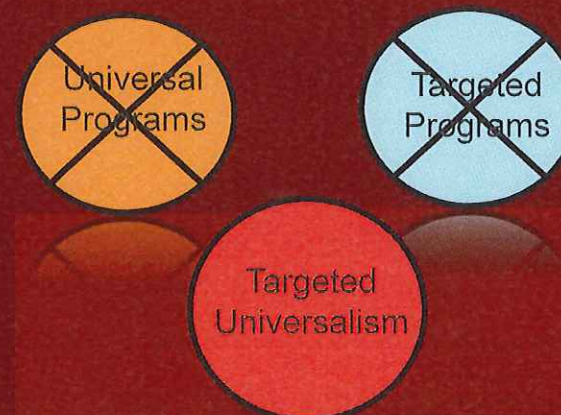
Towards *Targeted Universalism*

The framework should:

- support the identification of specific obstacles in particular geographies that limit certain populations from reaching those goals

- Identify specific supports or services for each population that addresses their respective situatedness

Targeted Universalism

This approach supports the needs of the particular while reminding us that we are all part of the same social fabric

universal, yet captures how people are differently situated

inclusive, yet targets those who are most marginalized

TIME FOR SOME REST
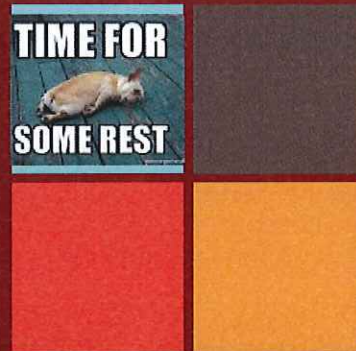
BREAK until 3:30

Using an Equity Lens in Developing an Assessment System

Slide 1

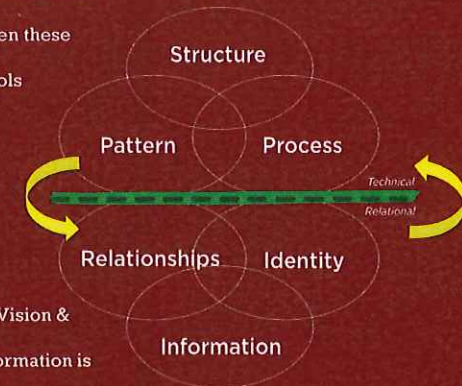# Assessment systems are designed to measure what?

Slide 2

ABOVE the Green Line
Structure: Assessment instruments that are used
Pattern: Periodicity (how often these assessments will happen)
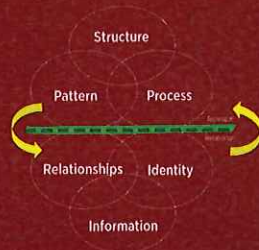Process: Assessment protocols

BELOW the Green Line
Assessments align with our Vision & Mission
Process and assessment information is **accessible** to all
Collaboration with people across the system to share information

Structure

Pattern   Process

Technical
Relational

Relationships   Identity

Information

Slide 3

Pay attention to what matters, not just to what is quantifiable

Structure

Pattern   Process

Relationships   Identity

Information

"If something is ugly, say so. If it is tacky, inappropriate, out of proportion, unsustainable, morally degrading, ecologically impoverishing, or humanly demeaning, don't let it pass. Don't be stopped by the "if you can't define it and measure it, I don't have to pay attention to it" ploy. No one can precisely define or measure justice, democracy, security, freedom, truth, or love. No one can precisely define or measure any value. But if no one speaks up for them, if systems aren't designed to produce them, if we don't speak about them and point toward their presence or absence, they will cease to exist."

- Donella Meadows
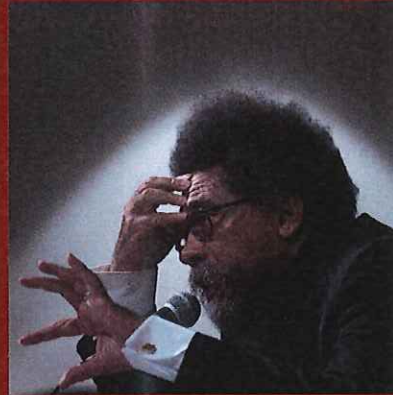
Slide 4

Implicit bias plays a role in assessment

- Use of endearments (sweetie, honey, baby, mija, mi amor, papito, etc…)

- Teacher's accent when speaking English

- Secret lists of inappropriate books

Do we have the courage to unmask and disrupt patterns of accepted behavior?
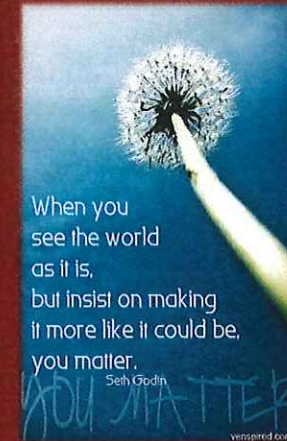
It takes courage to look in the mirror and see past your reflection to who you really are when you take off the mask, when you're not performing the same old routines and social roles. It takes courage to ask—*How did I become so well-adjusted to injustice?"*

- Cornel West

Going beyond the tools…
Assessor observations and identity as helpers and equity leaders.

When you see the world as it is, but insist on making it more like it could be, you matter.
Seth Godin

Courage to see

Courage to speak

Courage to act

THROW YOUR HANDS IN THE AIR

AND WAVE THEM LIKE YOU JUST DON'T CARE
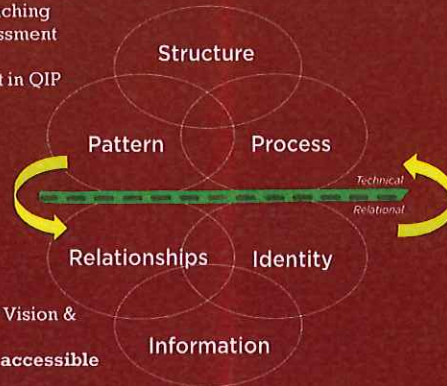
Coaching

Training

Technical Assistance

Continuous Improvement with an Equity Lens

Slide 1

ABOVE the Green Line
Structure: Coach /criteria, access and methodology \ Dosage of coaching
Pattern: QIP focused on assessment cycles, "Tell me what to do."
Process: Teacher Involvement in QIP development

BELOW the Green Line
Coaching that aligns with our Vision & Mission
CLASS / DRDP information is **accessible** to all
Collaboration with people across the system to share information/instructional leaders and coach partnerships

Structure
Pattern   Process
Technical
Relational
Relationships   Identity
Information

Slide 2

The Problem we Exist to Solve…
# The Promise We Work to Fulfill

A fundamental goal of the San Francisco Coaching Collaborative is to improve the early educational experiences, outcomes and possibilities for children and families who have been historically underserved in our community. This commitment to an equitable community is at the heart of our work.

Slide 3

Coaching for Equity

Coaching Attributes …beyond the Qualifications

Operationalizing Values & Beliefs

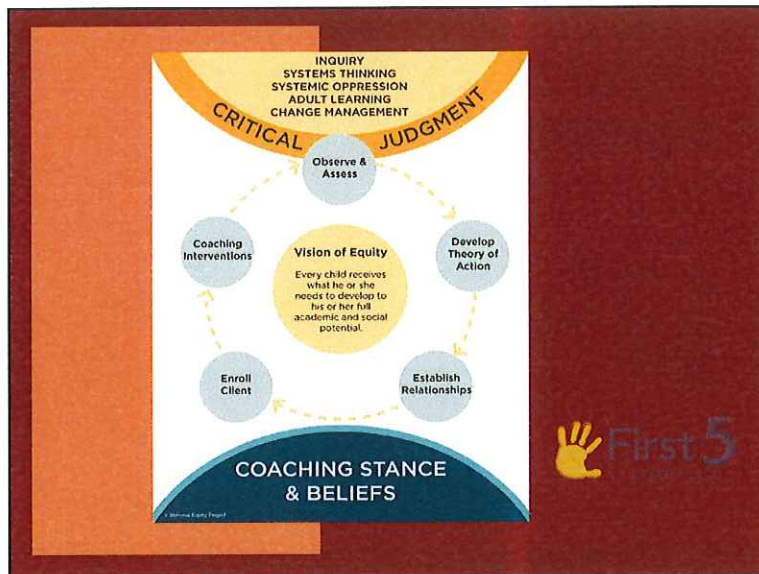Let there be more joy and laughter in your living.
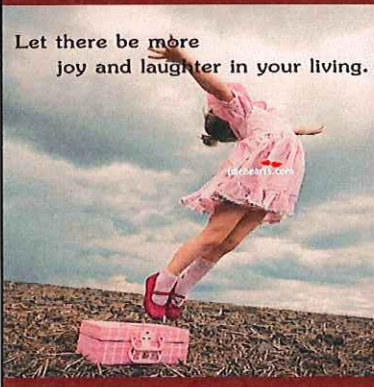
COACH WITH

GRACE
JOY
DETERMINATION
KINDNESS
SKILL
RESPECT

Slide 4

Coaching Qualifications

Pedagogical knowledge.   Content expertise.   Interpersonal capabilities.

- Understanding and use of the principles and practices of the ECE field, including reflective practice, dual language learning.
- Knowledge and respect for how adults learn and develop.
- Knowledge and experience of the following program quality assessment tools: Environmental Rating Scales(ERS) and CLASS. Coaches demonstrate knowledge of tools by completion of 2-day observer training for CLASS and in-depth training for ERS tools (ECERS, ITERS, or FCCERS). Preferred experience integrating the necessary tools and domains into their coaching practices.
- Required knowledge of the following Professional Development Pathways tools: Developmental Desired Results Profile (DRDP), California Preschool Learning Foundations and Frameworks (Pre-K or Infant/Toddler as appropriate), Ages and Stages Questionnaire, CSEFEL — CA Teaching Pyramid framework.
- Desired knowledge of the following Professional Development Pathways tools: Program Administrators Scale (PAS) and Business Administrators Scale (BAS), Program for Infant Toddler Care (PITC).
- Applicable state laws, rule and regulations related to child care licensing.
- Familiarity with using databases to track progress.
- Knowledge and Experience in basic curriculum development, quality improvement planning and implementation.

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Slide 1:

INQUIRY
SYSTEMS THINKING
SYSTEMIC OPPRESSION
ADULT LEARNING
CHANGE MANAGEMENT
CRITICAL JUDGMENT

Observe & Assess

Coaching Interventions

Vision of Equity
Every child receives what he or she needs to develop to his or her full academic and social potential.

Develop Theory of Action

Enroll Client

Establish Relationships

COACHING STANCE & BELIEFS

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Slide 2:

Implicit bias and Preferential Teacher Practice plays a role in instructional and coaching practice

- Preferential teacher practice

- Low expectations (for children and adults)

- Unconscious bias

- Cultural dissonance with dominant frameworks

How do we unmask and disrupt patterns of accepted behavior, low expectations, invisible children and families, cultural dissonance, linguistic contradictions in DLL practice?

Slide 3:

Fulfilling the promise of every child.

I take it up.

Slide 4:

Coaching from the Inside Out

"All meaningful and lasting change begins on the inside.

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As a coach in your organization and community…

What are we up against?

What do we need to interrupt?

What new patterns do we want to create?

SO WHAT?

What are YOU best positioned to do or influence from your organization?
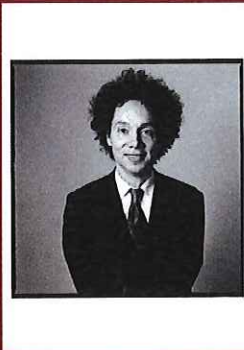
"When outliers become outliers it is not just because of their own efforts. It's because of the contributions of lots of different people and lots of different circumstances— and that means that we, as a society, have more control about who succeeds—and how many of us succeed—than we think. That's an amazingly hopeful and uplifting idea."

Malcom Gladwell

Moving it Forward

"It is not up to you to finish the work, but neither are you free not to take it up."
The Talmud

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